



PARTNERSHIPS FOR PROFESSIONAL DEVELOPMENT: THE IMPROVING EDUCATOR QUALITY STATE GRANT PROGRAM CONFERENCE

November 13-14, 2006
Marriott Griffin Gate
Lexington, Kentucky

Kentucky's Public Agenda for Postsecondary and Adult Education, *Five Questions, One Mission: Better Lives for Kentucky's People*, calls for a profound shift in the way the postsecondary system approaches its work. The Improving Educator Quality State Grant Program addresses Question 1 of this five-question agenda, "Are more Kentuckians ready for postsecondary education?" IEQ is an integral part of Kentucky's effort to ensure that all P-12 educators receive high-quality professional development that focuses on improving student achievement in the Commonwealth.

The Council on Postsecondary Education has managed the IEQ program, authorized by the *No Child Left Behind Act of 2001*, since 2002. This program awards grants to partnerships that deliver research-based professional development programs to P-12 teachers and administrators. The Council has awarded over \$4.8 million through the IEQ program, enabling these partnerships to serve more than 1,500 teachers in more than 70 counties in Kentucky.

On November 13 and 14 the Council will be hosting its first conference on IEQ at the Marriott Griffin Gate in Lexington. This "share" conference will focus on projects that are taking place in Year 4 of the program. Project directors will present on the successes and challenges of their projects and project participants will discuss the impact of these projects on the classroom. Each session will conclude with a question and answer period. The goal of the conference is to share best practices; facilitate the dissemination of information learned in these projects; link former, current, and new grantees for networking purposes; increase the visibility of the IEQ program; and continually improve the impact of higher education on teacher professional development.

Monday, November 13

11:00

Ballroom E Foyer

CONFERENCE REGISTRATION

12:30

Ballroom F

BUFFET LUNCH

1:30

Ballroom E

WELCOME

Laura E. Owens, Secretary of Education

1:45

Improving Student Learning and Content Knowledge in Middle School Mathematics

Maggie McGatha, University of Louisville
Bill Bush, University of Louisville
Fariba Bigdeli-Jahed, Kentucky State University
Anita Hamilton, Perry County Public Schools
Sandy Hoskins, Perry County Public Schools
Angela Duff, Perry County Public Schools

The University of Louisville and Kentucky State University are working closely with middle school teachers in several school districts to improve their content knowledge of algebra, especially number and computation strategies. Cohorts of teachers are participating in two online graduate courses, implementing effective teaching strategies with their students, and receiving on-site support from project staff.

Project staff will provide an overview of the project, including the online components, the course content, and the research component. Project participants will share their perspectives including what they are learning and how that is impacting their work with students and other teachers.

2:45

Developing and Assessing Communicative Competence in the World Language Classroom

Mark Lauersdorf, University of Kentucky
N. Jeff Rogers, University of Kentucky
Sadia Zoubir-Shaw, University of Kentucky
Mary Bradshaw, Trinity Christian Academy
Cheryl Irwin, Fayette County Public Schools
Laura Youngworth, Anderson County Public Schools
Tracy Lambert, Fayette County Public Schools
Stefanie Lester, Fayette County Public Schools
Nicole Silimperi, Fayette County Public Schools
Randy Barrette, Menifee County Public Schools

The University of Kentucky is collaborating with the Kentucky World Language Association and high-need school districts to address Kentucky's critical shortage of highly-qualified world language instructors. Participants attended a series of springtime workshops and an intensive summer training session, followed by continuous, on-site mentoring to gain proficiency in communicative teaching practices and the new STAMP and LinguaFolio world language assessment instruments endorsed by the Kentucky Department of Education. The project is also creating a comprehensive system of digital resources, the World Language Resource System, which will be available to world language teachers statewide.

Project staff will give an overview of the project and its components. Staff and participants will report on teacher responses to the project and ways in which components of the project have impacted world language classrooms. Included will be discussions of assessment planning and how the new tools have affected approaches to teaching and assessment; collaborative creation of communicatively oriented thematic units; and how STAMP has improved articulation in programs.

3:45

BREAK

4:00

Opening Doors to New Worlds: Certifying World Language Teachers for Kentucky

Tom Leech, Northern Kentucky University
Samuel Beiting, Newport Catholic High School
Katie Sheets, Covington Independent Public Schools

"Opening Doors to New Worlds: Certifying World Language Teachers for Kentucky" is a project which enables a diverse group of people to get the necessary qualifications for teaching in Kentucky. Many participants were already teaching on emergency certification, limited certification, as bilingual instructional assistants, or as substitutes. Some had extensive teaching experience outside the United States. Others had considerable proficiency in a language but lacked courses in education. This project provided them with course work through an intensive summer institute and a follow-up program of workshops and mentoring to support them in the classroom. The first cohort of 18 is one-third male, one-third born outside the U.S., and one-third speaks Chinese. They bring diverse perspectives and a great enthusiasm for teaching.

Project staff and participants will share their stories, the reasons they have chosen to teach a world language, the ways their teaching skills have been developed, and the benefits they now bring to the classroom.

5:00

Exploring Water Quality and Non-Point Source Pollution

Joe Baust, Murray State University
Terry Wilson, Western Kentucky University
Jennifer Gentry, Murray Independent Schools and Murray State University
Jaiya Ellis, Western Kentucky University
Charles Lee, Trigg County Public Schools
Lauren Dowell, Hart County Public Schools

Murray State University's Center for Environmental Education is partnering with Western Kentucky University, West Kentucky Educational Cooperative, Green River Educational Cooperative, West Kentucky Environmental Education Consortium, and GEAR UP Kentucky to provide middle and high school teachers with strategies for incorporating hands-on, real-world instruction in math and science through the investigation of non-point source pollution. In addition to a summer workshop, teachers are receiving ongoing resources and support to ensure successful implementation of instructional strategies during the school year.

The summer institute coordinated by Murray State and Western Kentucky Universities made use of multiple sources of support to provide participants with a connection to the out-of-doors and to Kentucky's water. It gave teachers the concepts and skills to assess a stream's quality so they could assess their local stream and connect this to personal responsibility. Opportunity to use this in the context of working with students from diverse cultures that had physical handicaps was the culmination of the week-long, residential experience. Not only did participants gain knowledge about watersheds and water quality, have tools to use in teaching their students, but also practiced their new skills with students from St. Jude Children's Research Hospital at Land Between the Lakes. Participants currently are using what they learned to help their students connect to all of their school subject areas and to provide them with a connection to personal responsibility.

6:00
Ballroom F-H

RECEPTION

7:00

DINNER

Panel—*Higher Education and Teacher Professional Development*

James L. Applegate, Vice President for Academic Affairs, Council on Postsecondary Education, Moderator

Laura E. Owens, Secretary of Education

The Honorable Kenneth Winters, Kentucky State Senator

Phillip Rogers, Executive Director, Education Professional Standards Board

CONFERENCE ADJOURNS FOR EVENING

Tuesday, November 14

7:30
Ballroom E

CONTINENTAL BREAKFAST

8:00

Team Development for Instructional Leadership in Restructuring Secondary Schools

Tricia Browne-Ferrigno, University of Kentucky

Larry Allen, L.W. Allen Consulting

Steve Whitaker, Johnson County Public Schools

Todd Conley, Johnson County Public Schools

Andrew Castle, Johnson County Public Schools

Misty Cox, Johnson County Public Schools

Karla McCardy, Johnson County Public Schools

Kristina Pescosolido, Johnson County Public Schools

Melanie Stapleton, Johnson County Public Schools

The University of Kentucky, Big Sandy Community and Technical College, Pikeville College, and the school districts of Pike, Floyd, and Johnson counties developed school-based leadership teams to improve student achievement and transform the culture of high-need, rural secondary schools. Four teams of principals, guidance counselors, teachers, students, parents, and community members are being trained to assume distributed responsibilities for leadership and school improvement.

Project activities and program evaluation are framed by three objectives: (a) reconceptualize instructional leadership as a function, not a responsibility vested solely in the principalship; (b) develop leadership teams trained to assume distributed responsibilities for instructional leadership and school improvement; and (c) sustain project impact through outreach strategies that engage broad networks of support that assist high schools in helping students achieve high levels of learning. Learning activities are a coordinated mix of summer institutes, workshops, and job-embedded action research supported by on-site mentoring and coaching.

Project design is based on research recommendations for effective school leadership and school improvement strategies, ambitious student learning goals established by

the recent expansion of the *No Child Left Behind (NCLB) Act of 2001*, and the high school reform recommendations by the National Association for Secondary School Principals.

8:45

Making Geometry Accessible

Kim Zeidler, University of Kentucky
Ann Booth, University of Kentucky
Elizabeth Morrow, Madison County Public Schools
Saundra Woodward, Muhlenberg County Public Schools

The Appalachian Rural Systemic Initiative Resource Collaborative at the University of Kentucky, in partnership with the Educational Development Center, the Appalachian Math and Science Partnership, Pikeville College, and 17 high-need school districts, is serving special education eighth through twelfth grade teachers who have responsibility, either individually or collaboratively, for teaching geometry content to students. The project consists of three components: (1) a five-day institute for special education teachers centered on best practices; (2) job-embedded mentoring and ongoing support during the school year for both special education and regular mathematics instructors; and (3) follow-up training in the use of technology to teach geometry content.

Project staff and participants will discuss the project and its relationship to the Making Algebra Accessible Project. The discussion will center on the choice to focus on special needs teachers and algebra and geometry; how the project was structured to provide as much of an in-depth experience for participants as possible given the funding; how collaboration was included in the project design; the reasons for including the regular education teacher; and how the strategies and content are being implemented in the target schools.

9:30

BREAK

9:45

Spanish Immersion and Mentoring

W.A. Franklin, Murray State University
Cindy Thresher, Murray State University
Jon Brosseit, Murray State University
Sarah Loveless, Calloway County Public Schools
Carolyn Perry, West Kentucky Community and Technical College

The Murray State University Teacher Quality Institute and its partners are implementing the Spanish Immersion and Mentoring (SIM) project. The project is designed to increase student academic achievement and impact the teachers' knowledge of content and pedagogy using proven strategies for professional development and developing standards-based units to use with students at the middle and high school levels. One of the highlights of the project was a fifteen-day language and cultural immersion experience in Morelia, Mexico. The participants lived with local families in Morelia to gain a deeper understanding of the Spanish language and culture. They also visited schools in Morelia and set the stage for more extensive communication with teachers in the schools.

Teachers in the project are developing standards-based units of study to use in their classrooms and share with other teachers in the project. SIM has a strong assessment component to assess the growth of the participating teachers and students. The evaluation of the project includes LinguaFolio use by teachers and students, STAMP,

checklists, cultural exams, and language proficiency tests. These assessments will be used to evaluate the impact of the project on teachers and students. Each of the components of the project is designed to use the Spanish language and culture to improve student learning and prepare them to interact in a global community. The project will have a positive impact on the students in west Kentucky and will reach outside the region to benefit teachers and students throughout Kentucky.

10:30

Improving Student World Language Performance: Using Assessment as the Guiding Force in Standards-Based Instruction

Laura McGee, Western Kentucky University
Donna Brigger, Villa Madonna Academy

Western Kentucky University is partnering with school districts to provide professional development opportunities for Spanish, French, and German teachers who have emergency or alternative certification or who teach in high-need schools. University instructors and P-12 master teachers are working with a cohort of K-12 teachers to develop standards-based units of study, improve assessment methods using the LinguaFolio and STAMP tools, practice technology-based instruction and communication, and provide linguistic and cultural immersion experiences. Teachers are deepening their cultural understanding and conversational skills through interactions with international businesses and intensive summer workshops in Mexico, France, and Germany.

Project staff and participants will present qualitative and quantitative information on the professional development of teachers that has occurred through the grant to date. Study abroad experiences for all teacher participants were targeted at improving the teachers' knowledge of the language and culture with the idea that this improves the learning experience for students. Further, through contacts with other teachers during the professional development experiences and through mentoring by experienced teachers, grant participants are guided through the process of implementing current methods of teaching and of assessment.

11:15

ANNOUNCEMENT OF YEAR 5 IEQ RECIPIENTS, YEAR 6 PLANS, AND WRAP-UP

John T. DeAtley, Associate for Academic Affairs and IEQ Program Director,
Council on Postsecondary Education

11:30

ADJOURN